

The key is not the will to win...everybody has that. It is the will to *prepare* to win that is important.

- Multiple (Paul "Bear" Bryant, Bobby Knight, Vince Lombardi...)

Disclosures

- No financial relationships or other conflicts of interest to report

Providing and Receiving Feedback

Presented by:
Steve Garwood, Ed.D.
Director, Faculty Development, RowanSOM
10/29/2021

Webinar “Housekeeping”

- Questions?
- Participation = productive and interesting
- Mute (Spacebar)
- Chat



Learning Objectives

Upon completion of this session, attendees will be able to:

1. Summarize qualities of effective feedback
2. Describe practices for delivering feedback for growth and learning
3. Identify frameworks/models for providing feedback
4. Formulate methods to achieve greater quality and consistency of feedback
5. Describe practices for seeking and positively receiving feedback



Quick Opening Comments

- Feedback = Fundamental Teaching tool
 - Positive and Developmental
- Focus on Improvement
- Acknowledge Discomfort
- Value of observation/data
- Continuous Improvement (Kaizen)
- Humility - Practice and Teach



Poll/Question

Comfort with Feedback

- Providing
- Receiving



Activity #1 - Qualities of Effective Feedback

Qualities of Effective Feedback

Timely
Focused
Private
Balanced
Actionable/Constructive
Direct



LO#1 - Qualities of Effective Feedback

- Continuous Improvement process
 - Not a single event (evaluation)
- Specific and Descriptive
- Based on Observations
- As Timely As Possible
- Focus toward the Goal
- Involve Learners
- Ensure Agreement
- Brief
- Private
- No Surprises



LO#2 - Delivering Feedback

Basic Models:

- Sandwich/Unwich
- STAR/AR & SBI
 - STAR - Situation/Task, Action, Result
 - STAR/AR - Situation/Task, Action, Result, Alternate Action, Result
 - (SBI - Situation, Behavior, Impact)

In/During (Situation/Task), I observed (Action), The Result/impact was...

At the X meeting today, you engaged others by asking if they had ideas about solutions to the issue, that helped develop a list of options and move us forward. Thank you.



Development Dimensions International (DDI) What is the STAR Format? <https://www.ddiworld.com/blog/what-is-the-star-format>

Activity #2 - Improve this Feedback

I'll post a statement

Please take a few seconds to review and consider

Chat or Unmute to comment

Remember:

- STAR - Situation/Task, Action, Result
- STAR/AR - Situation/Task, Action, Result, Alternate Action, Result
- (SBI - Situation, Behavior, Impact)



Activity #2 - Improve this Feedback

You're always late.

Remember:

- STAR - Situation/Task, Action, Result
- STAR/AR - Situation/Task, Action, Result, Alternate Action, Result
- (SBI - Situation, Behavior, Impact)



Activity #2 - Improve this Feedback

Good job today. I like how you explained that process to the medical school students.

Remember:

- STAR - Situation/Task, Action, Result
- STAR/AR - Situation/Task, Action, Result, Alternate Action, Result
- (SBI - Situation, Behavior, Impact)



LO#3 - Additional Frameworks/Models

Notes:

- Many different models
- Identify based on situation/need/comfort

Examples:

- *Sandwich/Unwich*
- *SBI/STAR/AR*
- Ask-Tell-Ask
- One Minute Preceptor/Five-Step Microskills

Other ideas?

Please select Everyone in Chat and submit your response or Unmute to respond



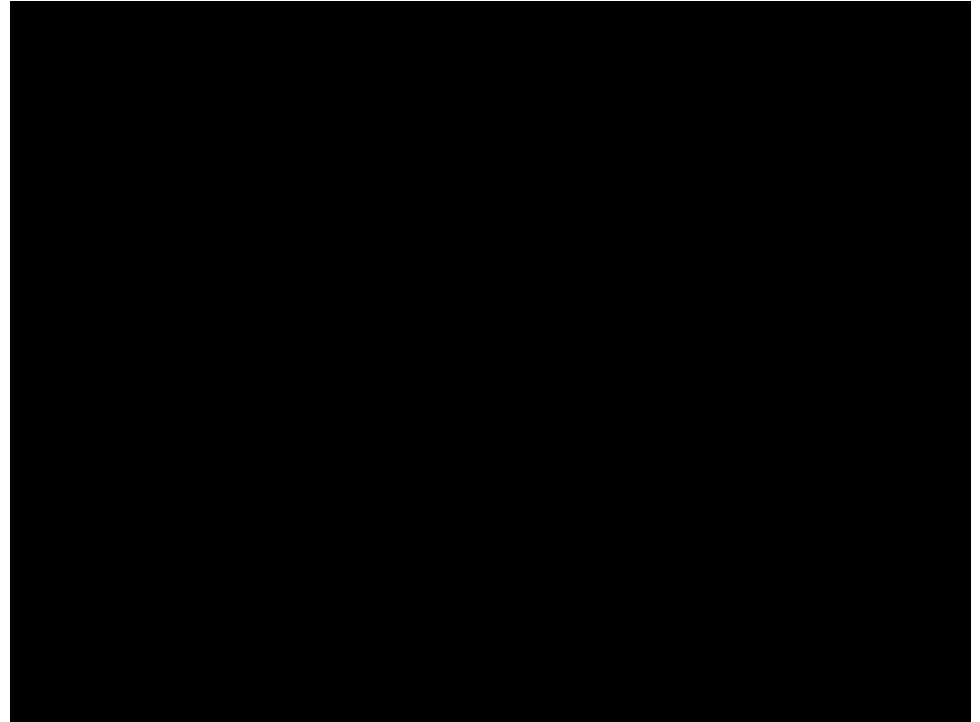
Ask-Tell-Ask (Sandwich)

Motion and Video

Steps

1. Ask the learner for his/her assessment of how a procedure or patient visit went
2. Tell the learner your perspective of what he/she has shared
3. Ask for suggestions on how he/she can improve this area

Video (1:11) from:
Virginia Apgar Academy of Medical Educators
Quick Teaching Tip: Feedback
<https://youtu.be/SYXgMobMU8U>

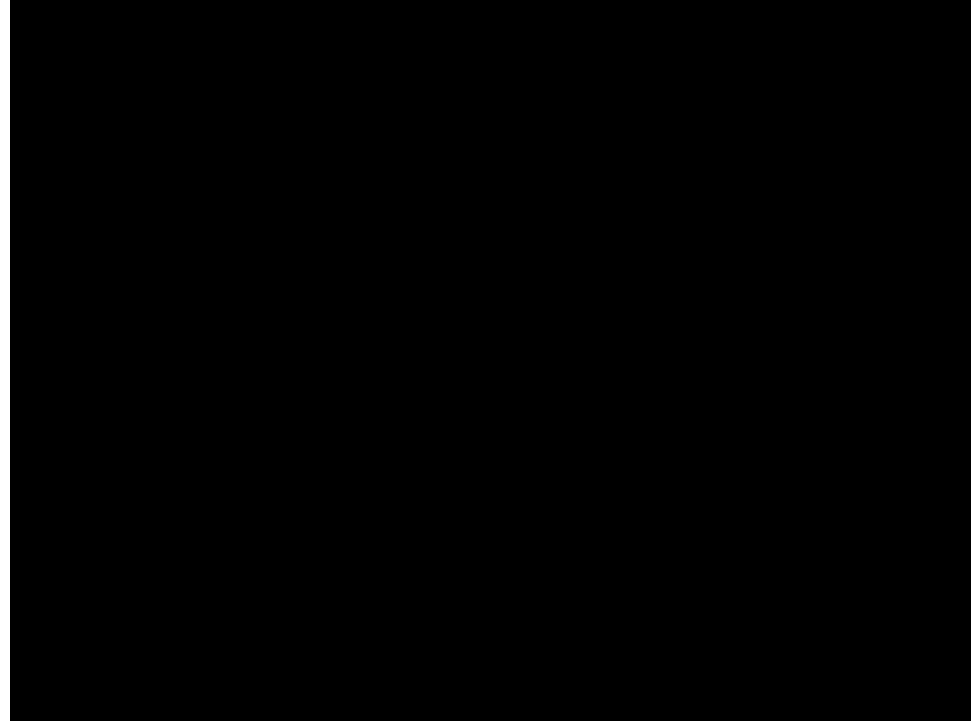


One Minute Preceptor/Five-Step Microskills

Steps

1. Get a commitment
2. Probe for supporting evidence
3. Teach general rules
4. Reinforce what was done right
5. Correct mistakes

Video (2:48) from: One-Minute Preceptor
Johns Hopkins Institute for Excellence in Education
<https://improveteaching.med.jhmi.edu/learners-as-teachers/one-minute/>



Additional Feedback Models/Frameworks

Models/Frameworks:

1. ARCH
2. SNAPPS
3. TiPPs
4. ...

More Info on the handout:

Handout - <https://bit.ly/SOMGME-Feedback>



LO#4 - Greater quality and consistency of feedback

Approaches:

1. Environment
2. Process
3. PRACTICE



Create a Supportive Environment

Approaches:

1. Create a Supportive Environment
 - a. Maslow >>> Bloom/Miller
2. Set Expectations
3. Focus on Learner Goals (Probe)

Other ideas?

Please select Everyone in Chat and submit your response or Unmute to respond



Process

Approaches:

1. Establish a Process/Routine
2. Use a Framework(s)
3. Listen (for Understanding)
4. Ask for Feedback (Thank you, Tell me more)

Other ideas?

Please select Everyone in Chat and submit your response or Unmute to respond



Practice

Approaches:

1. Mirror
2. Colleague
3. Learners

Other ideas?

Please select Everyone in Chat and submit your response or Unmute to respond



Activity #3 - Soliciting Feedback

Write down an activity, behavior, etc. on which you would like to receive feedback.

SMART



LO#5 - Seeking and positively receiving feedback

Possible approaches:

1. Process Suggestions
2. Mindset



Process Suggestions

- Communicate (Needs/Goals)
- Be aware of resistance
- Avoid defensive responses

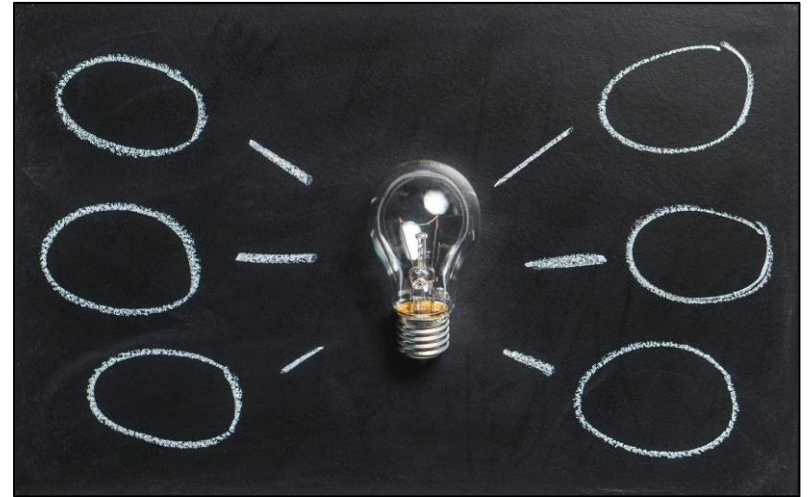


More:

https://www.hopkinsmedicine.org/fac_development/documents/Eliciting_Feedback_SCHOOL_OF_MEDICINE.pdf

Process Suggestions

- When providing feedback, use a technique that involves discussion (e.g., Ask-Tell-Ask)
- Identify individuals from whom you'd like to receive feedback
- If you're uncomfortable asking for feedback, ask for advice
- Say "Thank you" when someone provides you with feedback
- Follow up

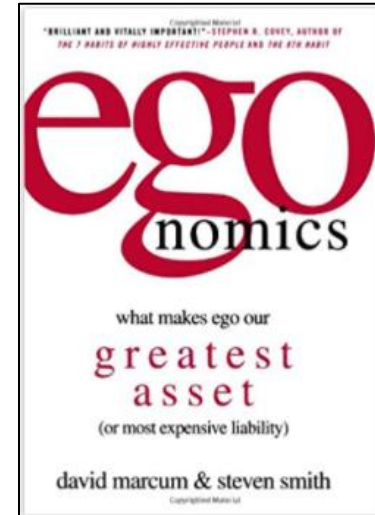


More:

https://www.hopkinsmedicine.org/fac_development/documents/Eliciting_Feedback_SCHOOL_OF_MEDICINE.pdf

Mindset

- Humility
- Curiosity
- Veracity

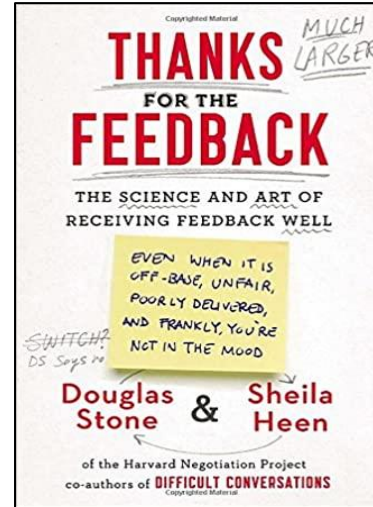


More:

Marcum, D., Smith, S., & Smith, S. B. (2008). *Egonomics: What makes ego our greatest asset (or most expensive liability)*. Simon and Schuster.

Mindset

- Focus on Receiving
- Identifying and managing Triggers
- Creating Relationships



More:

Stone, D., & Heen, S. (2014). Thanks for the Feedback: The Science and Art of Receiving Feedback Well. Harvard Negotiation Project.

Activity #4 - Homework Worksheet

Feedback Questions Worksheet

<https://bit.ly/SOMGME-Feedbackw>



Summary/Closing Comments

- Feedback = Fundamental Teaching tool
 - Positive and Developmental
- Acknowledge Discomfort
- Value of observation/data
- Continuous Improvement (Kaizen)
- Humility - Practice and Teach



Thank You! and Resources

- Thank you!
- Be Kind and Embrace the Times...

- Available on Faculty Development Guide
 - Recording - TBD
 - Presentation <https://bit.ly/SOMGME-Feedbackp>
 - Handout <https://bit.ly/SOMGME-Feedbackh>
 - Feedback Questions Worksheet <https://bit.ly/SOMGME-Feedbackw>



References

1. Burgess, A., van Diggele, C., Roberts, C., & Mellis, C. (2020). **Feedback in the clinical setting**. BMC Medical Education, 20(2), 1-5.
<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-020-02280-5>
2. Kelly, E., & Richards, J. B. (2019). **Medical education: giving feedback to doctors in training**. BMJ, 366.
<https://www.bmj.com/content/366/bmj.l4523>
3. Kornegay, J. G., Kraut, A., Manthey, D., Omron, R., Caretta-Weyer, H., Kuhn, G., ... & Yarris, L. M. (2017). **Feedback in medical education: a critical appraisal**. AEM education and training, 1(2), 98-109.
<https://onlinelibrary.wiley.com/doi/pdfdirect/10.1002/aet2.10024>



Notes

Images from:

- Product websites
- Slide Images: <https://www.pexels.com/>

*The key is not the will to win...everybody has that.
It is the will to prepare to win that is important.*

- Multiple (Paul "Bear" Bryant, Bobby Knight, Vince Lombardi...)



END

If anything goes bad, / did it. If anything goes semi-good, *we* did it. If anything goes really good, then *you* did it. That's all it takes to get people to _____ for you.

- Paul "Bear" Bryant